Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Carter G. Woodson Public Charter School

Contact Name and Title	Dr. Linda Scott, CEO	Email and Phone	lscott@agapeschools.org 559-230-3073

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

School Mission

The mission of Carter G. Woodson Public Charter School is to provide a personalized education to students by fostering academics, career readiness, along with social and emotional supports leading to a higher education and economic growth.
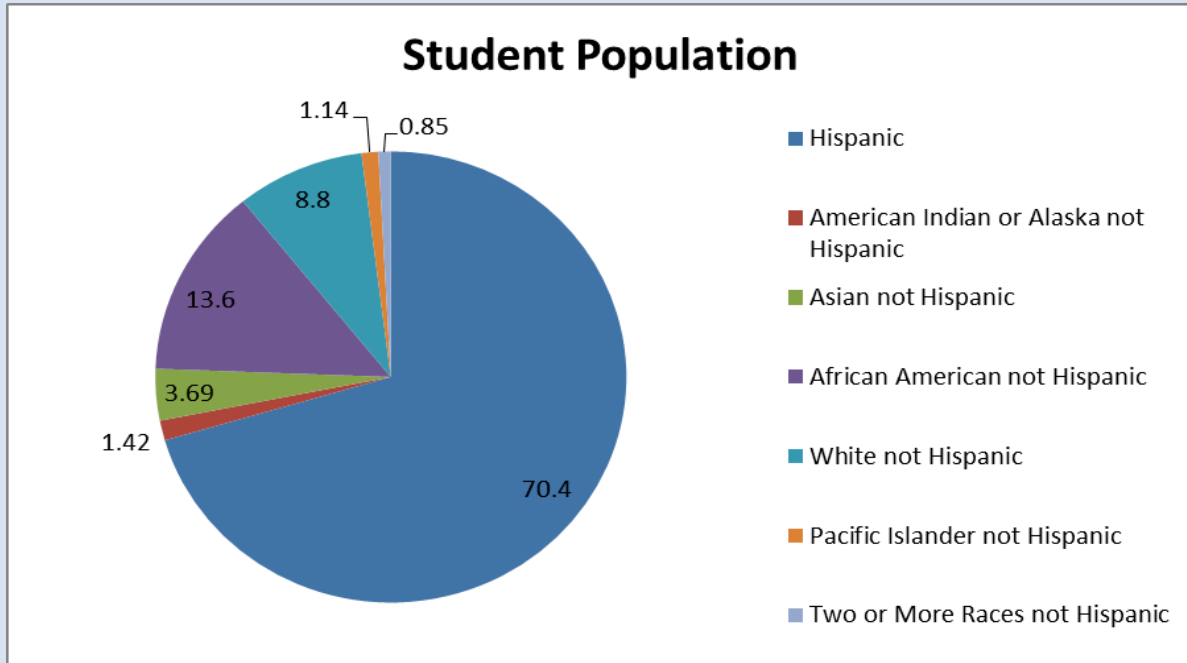
School Vision

Carter G. Woodson Public Charter School is designed to target students who will benefit from an interactive, personalized learning, family atmosphere to reclaim their education leading to a high school diploma. Our focus on project based instruction, career training, college preparation, leadership and student outreach ensures the success of our students in becoming educated, self-sufficient, and economically independent.

Carter G. Woodson serves students with many challenges and as a result, the school qualifies for the Alternative Schools Accountability Model (ASAM). The following preexisting barriers make up the student population of Carter G. Woodson Public Charter:

- 10.06% are expelled from other school districts
- 0.05% have been suspended past 10 days in a school year
- 2.6% are wards of the court
- 7.5% Probation
- 37.3% are recovered dropouts
- 42.25% Habitually Truant
- 14.93% have been retained more than once since Kindergarten
- 8.9% are Pregnant & Parenting

- 99% of our students qualify for Free and Reduced Meals and are living below poverty levels.

Carter G. Woodson plans to educate each student in accordance to the educational plan set forth in this charter petition. Each barrier or factor discussed above will be addressed through instruction, outreach, and support services within the schools design and programming.

Student Population

Pie chart values:
- Hispanic: 70.4
- American Indian or Alaska not Hispanic: 1.42
- Asian not Hispanic: 3.69
- African American not Hispanic: 13.6
- White not Hispanic: 8.8
- Pacific Islander not Hispanic: 1.14
- Two or More Races not Hispanic: 0.85

Enrollment by Program		
	# of Students	Percent
English Learner	40	11.36%
Special Education	24	6.82%

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP highlights the progress our students and program have made towards increasing student achievement and implementing the mission and vision of our school. The LCAP also demonstrates our commitment to collaborate with all stakeholders in serving our students and community at the highest level.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS	We at Carter G. Woodson Public Charter School are most proud of the increases in student achievement and the opportunities that Woodson students have to develop skills and competencies that lead to post-secondary success and self-sufficiency. We saw a 7% increase in the percentage of students meeting/exceeding standards on the SBAC ELA test and our EL students continued to improve in English Language proficiency as 37% percent increased a level towards proficiency. Carter G. Woodson has also been granted a 5 year charter renewal through 2020-21 by Fresno Unified School District. Woodson's WASC accreditation has also been granted an additional 3 years.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS	Carter G. Woodson qualifies as an ASAM school. As a result, the LEA has not received a performance rating based on the LCFF Evaluation Rubric. Woodson has however, determined based upon student performance outcomes that reading and math proficiency remain an area of improvement. The LEA continues to provide individualized instruction through a focus on project based learning, career pathways, and strategic interventions during and after school.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS	Carter G. Woodson qualifies as an ASAM school. As a result, the LEA has not received a performance rating based on the LCFF Evaluation Rubric. Woodson has however, determined based upon student performance outcomes that reading and math proficiency remain an area of improvement. The LEA continues to provide individualized instruction through a focus on project based learning, career pathways, and strategic interventions during and after school.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Carter G. Woodson qualifies as an ASAM school. As a result, the LEA has not received a performance rating based on the LCFF Evaluation Rubric. Woodson has however, determined based upon student performance outcomes that reading and math proficiency remain an area of improvement. The LEA continues to provide individualized instruction through a focus on project based learning, career pathways, and strategic interventions during and after school. In addition to the aforementioned methods, the LEA provides a myriad of social-emotional and support services for all students including low-income, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$4,798,017
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$4,798,017

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

N/A

$4,298,947	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Carter G. Woodson will increase student academic proficiency in English-Language Arts

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Long-Term student academic proficiency will increase by 3% in ELA. Measures of student proficiency may include but are not limited to: SBAC, ELA Early Assessment Program (EAP), District Baseline/Benchmark Exams, and Growth Diagnostics.	Student performance in ELA increased by 7% in SBAC ELA 18% of students increased at least 1 performance level on the district ELA Benchmark assessment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED	ACTUAL
Targeted intervention through After-School Intervention and Online Learning Resources. • Students needing additional academic support will attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000.	**Targeted intervention through After-School Intervention and Online Learning Resources.** • Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000.

Expenditures	BUDGETED: $1,038,497 LCFF Base: $840,977 LCFF Suppl. & Concentration: $147,130 Lottery (Unr.) Funds: $31,640 After School Grant: $18,750	ESTIMATED ACTUAL: $704,261 LCFF Base: $501,871 LCFF Suppl. & Concentration: $138,668 Lottery (Unr.) Funds: $22,464 After School Grant: $22,500 Mandate Funds: $18,758

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Actions/Services	PLANNED **Workshops and in-class support from consultants.** - Workshops and in-class support will be provided by the following consultants and vendors: i. Fresno County Office of Education ii. Center for College & Career Readiness iii. Achieve3000 iv. Kids Invent!	ACTUAL **Workshops and in-class support from consultants.** - Workshops and in-class support is provided by the following consultants and vendors: i. Fresno County Office of Education ii. Center for College & Career Readiness iii. Achieve3000 iv. Kids Invent!
Expenditures	BUDGETED: $166,160 LCFF Base: $134,556 LCFF Suppl. & Concentration: $23,541 Lottery (Unr.) Funds: $5,062 After School Grant: $3,000	ESTIMATED ACTUAL; $112,682 LCFF Base: $80,299 LCFF Suppl. & Concentration: $22,187 Lottery (Unr.) Funds: $3,595 After School Grant: $3,600 Mandate Funds: $3,001

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services

PLANNED	ACTUAL

Adoption of Common-Core aligned instructional materials.
• ELA supplemental materials aligned to CCSS to be adopted. They include:
    i. Common Core Reading and Writing workbooks
• The curriculum and instruction focus group has researched CCSS aligned materials to be adopted for 2016-17.
	Adoption of Common-Core aligned instructional materials.
	• ELA supplemental materials aligned to CCSS have been adopted. They include:
	    i. Common Core Reading and Writing workbooks
	• The curriculum and instruction focus group has researched CCSS aligned materials and adopted the following for 2016-17.
	    • Houghton Mifflin Journeys (K-8)
	    • Houghton Mifflin Collections (9-12)

Expenditures

<u>BUDGETED: $519,248</u> LCFF Base: $420,488 LCFF Suppl. & Concentration: $73,565 Lottery (Unr.) Funds: $15,820 After School Grant: $9,375	<u>ESTIMATED ACTUAL: $352,131</u> LCFF Base: $250,936 LCFF Suppl. & Concentration: $69,335 Lottery (Unr.) Funds: $11,232 After School Grant: $11,250 Mandate Funds: $9,378

<u>ACTIONS / SERVICES</u>

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

Actions/Services

PLANNED	ACTUAL
Technology Upgrades to add instructional technology resources to core subject classrooms. • Desktop computers will be added and/or upgraded to facilitate use of instructional technology • Tablets will be procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.	**Technology Upgrades to add instructional technology resources to core subject classrooms.** • Desktop computers have been added and/or upgraded to facilitate use of instructional technology • Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.

Expenditures	BUDGETED: $353,089 LCFF Base: $285,932 LCFF Suppl. & Concentration: $50,024 Lottery (Unr.) Funds: $10,758 After School Grant: $6,375	ESTIMATED ACTUAL: $239,449 LCFF Base: $170,636 LCFF Suppl. & Concentration: $47,147 Lottery (Unr.) Funds: $7,638 After School Grant: $7,650 Mandate Funds: $6,378

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Though student proficiency in SBAC ELA increased by 7%, it remains below our target. Now that we have a baseline established for student proficiency on SBAC, our instructional program (including instructional pedagogy, materials, and training), has been modified to better align to the standards. An inquiry–based instructional design, featuring project based learning and work-based learning experiences have been implemented to reinforce key common core skills (critical thinking, creativity, collaboration, and communication). Particular attention will be given to strengthening both core classroom instruction and intervention. Expenditures and initiatives will continue to be evaluated until growth is seen in student proficiency. The expected measurable outcomes may also be modified in 2017-18 to better reflect an accurate and appropriate growth and continuous improvement plan.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Student Proficiency: SBAC- Increase by 7% District ELA Assessment- 18% Increase one performance level
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue. Also revenue was increased by Mandate funds not budgeted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal for 2017-18 was consolidated with goal #2.

Goal 2

Carter G. Woodson will increase student academic proficiency in Math

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Long-Term student academic proficiency will increase by 3% in Mathematics. Measures of student proficiency may include but are not limited to: SBAC, Math Early Assessment Program (EAP), District Baseline/Benchmark Exams, and Growth Diagnostics.

ACTUAL

There was a 7% increase at least one performance level in math performance on the District Benchmark Assessment. No gain was made in student Math proficiency on SBAC.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED
Targeted intervention through After-School Intervention and Online Learning Resources.
- Students needing additional academic support will attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Accelerated Math.

ACTUAL
Targeted intervention through After-School Intervention and Online Learning Resources.
- Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Accelerated Math.

Expenditures	BUDGETED: $493,652 LCFF Base: $416,152 LCFF Suppl. & Concentration: $77,500	ESTIMATED ACTUAL: $326,658 LCFF Base: $238,565 LCFF Suppl. & Concentration: $69,333 Mandate Funds: $18,760

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	PLANNED
	Workshops and in-class support from consultants.
	• Workshops and in-class support will be provided by the following consultants and vendors:
	    i. Fresno County Office of Education
	    ii. Center for College & Career Readiness
	    iii. Kahn Academy
	    iv. Kids Invent!
		ACTUAL
		Workshops and in-class support from consultants.
		• Workshops and in-class support is provided by the following consultants and vendors:
		    i. Fresno County Office of Education
		    ii. Center for College & Career Readiness
		    iii. Kahn Academy
		    iv. Kids Invent!

Expenditures	BUDGETED: $78,984 LCFF Base: $66,584 LCFF Suppl. & Concentration: $12,400	ESTIMATED ACTUAL: $52,265 LCFF Base: $38,170 LCFF Suppl. & Concentration: $11,094 Mandate Funds: $3,001

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	PLANNED
	Adoption of Common-Core aligned instructional materials.
	• Math core and supplemental materials aligned to CCSS have been adopted. They include:
	    i. Go Math Workbooks and
		ACTUAL
		Adoption of Common-Core aligned instructional materials.
		• Math core and supplemental materials aligned to CCSS have been adopted. They include:
		    i. Go Math Workbooks and supplemental materials for

	supplemental materials	K-6 ii. CPM curriculum adopted for grades 6-12
Expenditures	BUDGETED: $246,846 LCFF Base: $208,076 LCFF Suppl. & Concentration: $38,750	ESTIMATED ACTUAL: $163,329 LCFF Base: $119,283 LCFF Suppl. & Concentration: $34,667 Mandate Funds: $9,379

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **4**

	PLANNED	ACTUAL
Actions/Services	**Technology Upgrades to add instructional technology resources to core subject classrooms.** • Desktop computers have been added and/or upgraded to facilitate use of instructional technology • Tablets have been procured to supplement access to instructional technology resources and support research and digital literacy through project and inquiry based learning.	**Technology Upgrades added instructional technology resources to core subject classrooms.** • Desktop computers have been added and/or upgraded to facilitate use of instructional technology • Tablets have been procured to supplement access to instructional technology resources and support research and digital literacy through project and inquiry based learning.
Expenditures	BUDGETED: $167,842 LCFF Base: $141,492 LCFF Suppl. & Concentration: $26,350	ESTIMATED ACTUAL: $111,064 LCFF Base: $81,112 LCFF Suppl. & Concentration: $23,574 Mandate Funds: $6,378

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Though student 7% of students increased one performance level towards proficiency in Math on the district assessment, it remains below our target. Now that we have a baseline established for student proficiency on SBAC, our instructional program (including instructional pedagogy, materials, and training), has been modified to better align to the standards. An inquiry–based instructional design, featuring project based learning and work-based learning experiences have been implemented to reinforce key common core skills (critical thinking, creativity, collaboration, and communication). Particular attention will be given to strengthening both core classroom instruction and intervention. Expenditures and initiatives will continue to be evaluated until growth is seen in student proficiency. The expected measurable outcomes may also be modified in 2017-18 to better reflect an accurate and appropriate growth and continuous improvement plan.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Student Proficiency: SBAC- No gain District Math Assessment: 7% of students increased one performance level
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue. Also revenue was increased by Mandate funds not budgeted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal for 2017-18 was consolidated with goal #1.

Goal 3	Students performing Below Proficiency on SBAC will be assigned mandatory remediation that includes tutoring before, during, and after school, or basic skills Prep courses.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Long-term 10th grade students will pass the Basic skills test at a rate of 50%

ACTUAL

Not applicable; pending CDE reinstatement of CAHSEE.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	**Online tutorial subscription.** • Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.	**Online tutorial subscription.** • Achieve3000 and Khan Academy computer adaptive programs are used to provide individualized intervention.
Expenditures	BUDGETED: $21,135 LCFF Base: $6,660 LCFF Suppl. & Concentration: $10,725 After School: $3,750	ESTIMATED ACTUAL: $18,010 LCFF Base: $10,214 LCFF Suppl. & Concentration: $5,546 After School: $2,250

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **2**

Actions/Services	PLANNED **After-School program Foundational intervention class.** • The after-school intervention class will be expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.	ACTUAL **After-School program Foundational intervention class.** • The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.
Expenditures	BUDGETED: $52,836 LCFF Base: $16,648 LCFF Suppl. & Concentration: $26,813 After School: $9,375	ESTIMATED ACTUAL: $45,026 LCFF Base: $25,535 LCFF Suppl. & Concentration: $13,866 After School: $5,625

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **3**

Actions/Services	PLANNED **In-School Foundation intervention classes.** • The in-school intervention class expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.	ACTUAL **In-School Foundation intervention classes.** • The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.
Expenditures	BUDGETED: $137,375 LCFF Base: $43,286 LCFF Suppl. & Concentration: $69,714 After School: $24,375	ESTIMATED ACTUAL: $117,068 LCFF Base: $66,389 LCFF Suppl. & Concentration: $36,054 After School: $14,625

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	While CAHSEE has been suspended, 10th and 11th grade students who perform below proficient on SBAC and benchmark assessments are still targeted for foundational skill support through in-school and after-school foundational skills classes. This intervention is also available to seniors who had not yet passed CAHSEE. Attention will be given to strengthening both core classroom instruction and intervention. Expenditures and initiatives will continue to be evaluated until growth is seen in student proficiency.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue. Also revenue was increased by Mandate funds not budgeted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal may be removed from the LCAP and consolidate into new goal 1

Goal 4	4) Our school will insure our teachers are equipped with training, materials, support, and technology to implement the California Common Core Standards

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
70% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.	-74.1% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards. -78.6% of teachers agree or strongly agree that Woodson has adequate instructional supplies to support student learning. -71.3% of teachers agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED	ACTUAL

Continue comprehensive professional development agreement with Fresno County Office of Education.
• Fresno County of Education was contracted to provide the following services for the 2015-16 school year:
   i. 11 Professional Development Days
  ii. 14 In-Class Coaching Days
	Continue comprehensive professional development agreement with Fresno County Office of Education.
	• Fresno County of Education was contracted to provide the following services for the 2016-17 school year:
	   i. 11 Professional Development Days
	  ii. 14 In-Class Coaching Days

Expenditures	BUDGETED: $45,358 LCFF Base: $17,258 LCFF Suppl. & Concentration: $19,926 Title I: $7,395 Title II: $779	ESTIMATED ACTUAL: $39,462 LCFF Base: $21,920 LCFF Suppl. & Concentration: $12,480 Title I: $4,635 Title II: $427

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	PLANNED
	Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.
	• This includes:
	   i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD
	   ii. Achieve3000 program, PD, and in-class coaching
	   iii. Accelerated Math program and PD
	   iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.
		ACTUAL
		Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.
		• This includes:
		   i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD
		   ii. Achieve3000 program, PD, and in-class coaching
		   iii. Accelerated Math program and PD
		   iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.

Expenditures	BUDGETED: $75,597 LCFF Base: $28,764 LCFF Suppl. & Concentration: $33,210 Title I: $12,326 Title II: $1,297	ESTIMATED ACTUAL: $65,770 LCFF Base: $36,533 LCFF Suppl. & Concentration: $20,800 Title I: $7,725 Title II: $712

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	3

	PLANNED	ACTUAL
Actions/Services	**Maintain qualified support personnel including instructional technology support staff.** • Additional qualified support personnel have been added during the 2015-16 school year.	**Maintain qualified support personnel including instructional technology support staff.** • Additional qualified support personnel have been added.
Expenditures	BUDGETED: $60,477 LCFF Base: $23,010 LCFF Suppl. & Concentration: $26,569 Title I: $9,860 Title II: $1,038	ESTIMATED ACTUAL: $52,616 LCFF Base: $29,226 LCFF Suppl. & Concentration: $16,640 Title I: $6,180 Title II: $570

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	4

	PLANNED	ACTUAL
Actions/Services	**Continue technology upgrades to add instructional technology resources to core subject classrooms.** • Desktop computers have been added and/or upgraded to facilitate use of instructional technology • Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.	**Continued technology upgrades to add instructional technology resources to core subject classrooms.** • Desktop computers have been added and/or upgraded to facilitate use of instructional technology • Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.
Expenditures	BUDGETED: $120,955 LCFF Base: $46,020 LCFF Suppl. & Concentration: $53,137 Title I: $19,721 Title II: $2,077	ESTIMATED ACTUAL: $105,232 LCFF Base: $58,454 LCFF Suppl. & Concentration: $33,280 Title I: $12,360 Title II: $1,138

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Additional programs, instructional materials, and professional development will be considered as necessary to ensure effective Common Core implementation. Funds will continue to be allocated for planned, unplanned and situational Professional Learning opportunities that arise over the course of each school year. Effectiveness will be measured by impact on student growth and will be taken into consideration when renewing services. Additional funds will be allocated to promote and support additional certifications and Post-Master's degrees (Ed.D. and Ph.D.) for administrative staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The LEA has met its goal and will continue to ensure all teachers have the training and resources needed to implement the Common Core State Standards effectively.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal was maintained at 70% due to turnover in long term teaching staff.

Goal 5 — Our school will increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
-Parent Advisory Council meeting attendance will be at or above 5% of student population. -ELAC meeting attendance will be at or above 10% of ELL Population. -25% of parents will respond to feedback-gathering initiatives.	-33% of parents have responded to feedback gathering initiatives -7.5% of parents have attended Parent Advisory Council Meetings

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
Support staff hours to make phone calls. • Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.	**Support staff hours to make phone calls.** • Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.

| Expenditures | BUDGETED: $6,606
LCFF Base: $6,606 | ESTIMATED ACTUAL: $5,400
LCFF Base: $5,400 |

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	**PLANNED** **School Messenger Subscription.** • Subscriptions to School Messenger used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.	**ACTUAL** **School Messenger Subscription.** • Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.
Expenditures	BUDGETED: $6,606 LCFF Base: $6,606	ESTIMATED ACTUAL: $5,400 LCFF Base: $5,400

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	**PLANNED** **Food and incentives for parent participation.** • Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.	**ACTUAL** **Food and incentives for parent participation.** • Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.
Expenditures	BUDGETED: $8,806 LCFF Base: $8,806	ESTIMATED ACTUAL: $7,200 LCFF Base: $7,200

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and tasks outlined in the LCAP were implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Woodson will continue to implement creative and alternate ways to increase our outreach and parent participation rates.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A

Goal 6

6) Long-Term English Language Learners will progress towards English Language Proficiency each year.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Long-Term English Language Learners will progress 1 CELDT level towards English Language Proficiency each year. Measurements may include but are not limited to AMAO 1 (Percentage of English Learners Making Annual Progress in Learning English) and AMAO 2 (Percentage of ELs Attaining the English Proficient Level on the CELDT), Long-term ELL student CELDT level increase, and redesignation rates.

ACTUAL

71% of ASAM EL students increased at least 1 CELDT Overall performance level.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

Actions/Services

PLANNED	ACTUAL
Implement professional Development on ELL instructional strategies. - Fresno County Office of Education to provide PD on the ELA/ELD Framework as well as EL standards. - PD provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning	**Implement professional Development on ELL instructional strategies.** - Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. - PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.

	strategies, communication strategies, multiple modalities, etc.	
Expenditures	**BUDGETED: $40,134** LCFF Base: $34,018 Lottery (Restricted) :$6,116	**ESTIMATED ACTUAL: $24,029** LCFF Base: $19,395 Lottery Restricted: $4,633

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	**PLANNED** **Adopt and purchase print and electronic online learning materials to support English Language Learners.** • Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.	**ACTUAL** **Adopt and purchase print and electronic online learning materials to support English Language Learners.** • Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.
Expenditures	**BUDGETED: $40,134** LCFF Base: $34,018 Lottery (Restricted) :$6,116	**ESTIMATED ACTUAL: $24,029** LCFF Base: $19,395 Lottery Restricted: $4,633

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	**PLANNED** **ELD/Foundational English classes are built into the master schedule to support English language development.**	**ACTUAL** **ELD/Foundational English classes are built into the master schedule to support English language development.**

| Expenditures | BUDGETED: $41,350
LCFF Base: $35,050
Lottery (Restricted) :$6,300 | ESTIMATED ACTUAL: $24,757
LCFF Base: $19,983
Lottery Restricted: $4,774 |

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and tasks outlined were implemented throughout the year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Significant gains were made in the percentage of EL students increasing CELDT levels and being redesignated as proficient. We will continue to incorporate the professional development and instructional practices that led to these gains. Additional instructional materials will be purchased during the 2017-18 school year to further support English language development and the implementation of the ELD standards.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	N/A

Goal 7

Our school will hire and maintain credentialed and highly-qualified teachers.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of core subject area teachers will be credentialed and highly-qualified.

ACTUAL

91% of core subject area teachers were credentialed and highly-qualified.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	**Use EdJoin to recruit and interview highly qualified teachers.** • Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff. • Host a Job Fair in June 2016.	**Implement professional Development on ELL instructional strategies.** • Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. • PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.
Expenditures	<u>BUDGETED: $16,325</u> LCFF Base: $9,818 Title I :$4,930	<u>ESTIMATED ACTUAL: $12,005</u> LCFF Base: $7,889 Title I :$3,090

Educator Effectiveness: $1,577	Educator Effectiveness: $1,026

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	PLANNED **Work to offer competitive salary and benefit packages to maintain high quality teachers.** • Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.	ACTUAL **Work to offer competitive salary and benefit packages to maintain high quality teachers.** • Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.
Expenditures	BUDGETED: $48,974 LCFF Base: $29,454 Title I :$14,791 Educator Effectiveness: $4,729	ESTIMATED ACTUAL: $36,017 LCFF Base: $23,668 Title I :$9,269 Educator Effectiveness: $3,080

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	PLANNED **Offer opportunities for teacher leadership and career advancement. Including:** • Lead Teachers • Professional Development/Workshops/Conferences • Participation in District Focus Groups	ACTUAL **Offer opportunities for teacher leadership and career advancement. Including:** • Lead Teachers • Professional Development/Workshops/Conferences • Participation in District Focus Groups

| Expenditures | BUDGETED: $29,385
LCFF Base: $17,672
Title I :$8,875
Educator Effectiveness: $2,838 | ESTIMATED ACTUAL: $21,610
LCFF Base: $14,200
Title I :$5,562
Educator Effectiveness: $1,848 |

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

| Actions/Services | PLANNED
Provide mentoring and coaching for new teachers.
• New teachers participate in the BTSA/FCOE New Teacher Induction Program
• District coach is assigned to coach and support new teachers | ACTUAL
Provide mentoring and coaching for new teachers.
• New teachers participate in the BTSA/FCOE New Teacher Induction Program
• District coach is assigned to coach and support new teachers |
| Expenditures | BUDGETED: $11,427
LCFF Base: $6,873
Title I :$3,451
Educator Effectiveness: $1,103 | ESTIMATED ACTUAL: $8,404
LCFF Base: $5,523
Title I :$2,163
Educator Effectiveness: $718 |

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5

| Actions/Services | PLANNED
Teachers will be provided ongoing Professional Development
• Professional Development opportunities includes (but are not limited to): Instructional best practices, CCSS, Independent Studies, | ACTUAL
Teachers will be provided ongoing Professional Development
• Professional Development opportunities includes (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc. |

	Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.	
Expenditures	BUDGETED: $57,136 LCFF Base: $34,363 Title I :$17,256 Educator Effectiveness: $5,517	ESTIMATED ACTUAL: $42,020 LCFF Base: $27,612 Title I :$10,814 Educator Effectiveness: $3,594

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and tasks outlined were implemented throughout the year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Our recruitment efforts were effective and helped us to fill key vacancies. However, due to the state and nation-wide teacher shortages, recruiting and retaining highly qualified candidates is an ongoing focus area.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None at this time.

Goal 8	8) Our school will maintain safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
60% of Parent and student LCAP survey results will indicate Woodson provides adequate instructional materials, resources, and enrichment opportunities in safe environment. Suspension and expulsion rates will continue to be monitored.	-87.3% of students 'Agree' or 'Strongly Agree' that Woodson is a safe place to attend school. -96% of parents believe that their children feel safe at Woodson. -83.5% of students Agree or Strongly Agree that Woodson facilities are clean and well maintained. -90% of parents Agree or Strongly Agree that Woodson facilities are in good repair. -92% of students Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs. -90% of parents Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials. -88.4% of parents agree that the campus is clean.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL
Maintain safe and high quality facilities. • Upgrades and ongoing maintenance will be performed to maintain safe and high-quality facilities. • School has begun to install and upgrade camera security system at both sites.	**Maintain safe and high quality facilities.** • Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities. • School has begun to install and upgrade camera security system at both sites.

Expenditures

BUDGETED: $485,053	ESTIMATED ACTUAL: $508,768
LCFF Base: $329,733 Proposition 39 :$135,000 Facilities Grant: $20,320	LCFF Base: $348,768 Proposition 39 :$100,000 Facilities Grant: $60,000

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

Actions/Services

PLANNED	ACTUAL
Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized. • Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.	**Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.** • Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.

Expenditures

BUDGETED: $109,918	ESTIMATED ACTUAL: $116,256
LCFF Base: $109,918	LCFF Base: $116,256

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

	PLANNED	ACTUAL
Actions/Services	**Supply classrooms and labs with updated computers and software licenses.** • Technology Specialist will ensure that computers are updated and software licenses are renewed regularly. • Online-Library subscription is available to students for research.	**Supply classrooms and labs with updated computers and software licenses.** • Technology Specialist ensures that computers are updated and software licenses are renewed regularly. • Online-Library subscription is available to students for research.
Expenditures	BUDGETED: $54,959 LCFF Base: $54,959	ESTIMATED ACTUAL: $58,128 LCFF Base: $58,128

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

	PLANNED	ACTUAL
Actions/Services	**Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.** • Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.	**Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.** • Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.
Expenditures	BUDGETED: $54,959 LCFF Base: $54,959	ESTIMATED ACTUAL: $58,128 LCFF Base: $58,128

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and tasked outlined in the LCAP have been implemented.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Student and parent feedback reflect satisfaction with the facilities and instructional support offered at Carter G. Woodson. We will continue to improve course offerings
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None at this time.

Goal 9

Our school will maintain a minimum of 75% attendance rate for ASAM students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
ASAM student attendance will be a minimum of 75%	2016-17 ASAM student attendance to date is 92%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	**Employ and maintain adequate and qualified dropout prevention and attendance support staff.** • Additional dropout prevention counselors have been added to enhance attendance and social/emotional support	**Employ and maintain adequate and qualified dropout prevention and attendance support staff.** • Additional dropout prevention counselors have been added to enhance attendance and social/emotional support
Expenditures	BUDGETED: $200,042 LCFF Base: $52,477 Title I: $83,815 After School: $63,750	ESTIMATED ACTUAL : $75,421 LCFF Base: $3,768 Title I: $52,528 After School: $19,125

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **2**

Actions/Services

PLANNED	ACTUAL
Make daily attendance calls.	**Make daily attendance calls.**
• Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted). • Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.	• Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted). • Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.

Expenditures

BUDGETED: $23,535	ESTIMATED ACTUAL : $8,873
LCFF Base: $6,175	LCFF Base: $443
Title I: $9,860	Title I: $6,180
After School: $7,500	After School: $2,250

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **3**

Actions/Services

PLANNED	ACTUAL
Provide attendance incentives.	**Provide attendance incentives.**
• Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.	• Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.

Expenditures

BUDGETED: $7,060	ESTIMATED ACTUAL : $2,662
LCFF Base: $1,852	LCFF Base: $133
Title I: $2,958	Title I: $1,854
After School: $2,250	After School: $675

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **4**

Actions/Services	**PLANNED** **New methods to recruit students** • Website and social media Facebook page will be created to expand presence and connect with potential enrollees.	**ACTUAL** **New methods to recruit students** • Website and social media Facebook page created to expand presence and connect with potential enrollees.
Expenditures	BUDGETED: $4,707 LCFF Base: $1,235 Title I: $1,972 After School: $1,500	ESTIMATED ACTUAL :$1,775 LCFF Base: $90 Title I: $1,235 After School: $450

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Funds were allocated for training on best practices for attendance and student engagement strategies. We will continue to make personal contact through phone calls and home visits. The Attendance STEP policy was revised to ensure a comprehensive approach to supporting regular attendance.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While we have met the goal identified, our goal is for students to attend school each day. The actions and steps outlined will continue to help us meet and/exceed our goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None at this time.

Goal 10

All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Woodson will have 1 Career Pathway implemented. Woodson will investigate requirements for implementation of 1 Advanced Placement course in SY2018. Other measurements may include but are not limited to CTE, AP, and A-G completion rates.	Woodson has implemented 10 pathways. Woodson has also added an A-G approved online Spanish I course.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **1**

	PLANNED	ACTUAL
Actions/Services	**Establish course sequences for Career Pathways courses.** • Career Pathway course sequences have been established and implemented. Students are scheduled accordingly.	**Establish course sequences for Career Pathways courses.** • Career Pathway course sequences have been established and implemented. Students are scheduled accordingly.
Expenditures	<u>BUDGETED: $124,712</u> LCFF Base: $67,212 Perkins: $5,000 Career Pathways/CTEIG: $52,500	<u>ESTIMATED ACTUAL :$178,868</u> LCFF Base: $67,212 Perkins: $3,606 Career Pathways/CTEIG: $70,550 College Readiness: $37,500

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services

PLANNED	ACTUAL
Employ staff with certifications and field experience to provide a quality educational experience for students. • Career Pathways instructors will possess the appropriate degrees, experience, and certifications to provide expert instruction in the career field. • Instructors are able to obtain additional CTE credential funded by school to become highly qualified.	**Employ staff with certifications and field experience to provide a quality educational experience for students.** • Career Pathways instructors possess the appropriate degrees, experience, and certifications to provide expert instruction in the career field. • Instructors are able to obtain additional CTE credential funded by school to become highly qualified.

Expenditures

[BUDGETED: $62,356](#) LCFF Base: $33,606 Perkins: $2,500 Career Pathways/CTEIG: $26,250	[ESTIMATED ACTUAL :$89,434](#) LCFF Base: $33,606 Perkins: $1,803 Career Pathways/CTEIG: $35,275 College Readiness: $18,750

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services

PLANNED	ACTUAL
Purchase needed curriculum, equipment, and lab furnishings for hands-on Career Pathway Learning experiences. • Field-specific curriculum, equipment, and furnishings such as medical examination tables, computers/software for media, etc. have been purchased and utilized to create a hands-on experience based career pathway	**Purchase needed curriculum, equipment, and lab furnishings for hands-on Career Pathway Learning experiences.** • Field-specific curriculum, equipment, and furnishings such as medical examination tables, computers/software for media, etc. have been purchased and utilized to create a hands-on experience based career pathway experience. • A trainer has been hired to align curriculum of career pathways classes with postsecondary curriculum.

	• experience. • A trainer will be hired to align curriculum of career pathways classes with postsecondary curriculum.	
Expenditures	BUDGETED: $24,942 LCFF Base: $13,442 Perkins: $1,000 Career Pathways/CTEIG: $10,500	ESTIMATED ACTUAL :$35,774 LCFF Base: $13,442 Perkins: $721 Career Pathways/CTEIG: $14,110 College Readiness: $7,500

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **4**

	PLANNED	ACTUAL
Actions/Services	**Provide a comprehensive College & Career fair to introduce students to post-secondary college and career options.** • A College & Career Fair to be held in November. • Students also attended the Fresno Area College Night in September. • Each school has a Career Day. • Students participate in Career-themed field trips throughout the year. • Graduation requirements include internships and job shadowing.	**Provide a comprehensive College & Career fair to introduce students to post-secondary college and career options.** • A College & Career Fair was held in November. • Students also attended the Fresno Area College Night in September. • Each school had a Career Day. • Students participated in Career-themed field trips throughout the year. • Graduation requirements include internships and job shadowing.
Expenditures	BUDGETED: $12,471 LCFF Base: $6,721 Perkins: $500 Career Pathways/CTEIG: $5,250	ESTIMATED ACTUAL :$17,887 LCFF Base: $6,722 Perkins: $360 Career Pathways/CTEIG: $7,055 College Readiness: $3,750

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **5**

Actions/Services	PLANNED
	Increase course availability for high-school students at Agape College of Business and Science and Fresno City College.
	     • Efforts are ongoing.
		ACTUAL
		Increase course availability for high-school students at Agape College of Business and Science and Fresno City College.
		     • Efforts are ongoing.

Expenditures	BUDGETED	ESTIMATED ACTUAL

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **6**

Actions/Services	PLANNED **Develop course pathways for students to enroll in Agape College of Business & Science and High School concurrently.**	ACTUAL **Develop course pathways for students to enroll in Agape College of Business & Science and High School concurrently.**
Expenditures	BUDGETED: $24,942 LCFF Base: $13,442 Perkins: $1,000 Career Pathways/CTEIG: $10,500	ESTIMATED ACTUAL :$35,774 LCFF Base: $13,442 Perkins: $721 Career Pathways/CTEIG: $14,110 College Readiness: $7,500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and tasks have been implemented as outlined in the LCAP. Based upon student feedback, Career Pathways were offered as specialized academies. Additionally, a foreign language course was added to the course offerings based upon student interest and need. Staff will conduct a needs assessment and gather student interest to determine which Advanced Placement courses would interest students on campus.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	These actions have ensured that Woodson students have access to resources and opportunities that prepare them for post-secondary success through rigorous hands on practical application in core and career pathway courses.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue. Also revenue was increased by College Readiness & CTEIG funds not budgeted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None at this time.

Goal 11 — Our homeless and foster youth students will make satisfactory progress towards H.S. graduation requirements.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
90% of credit-eligible homeless students will complete graduation requirements. 90% of credit-eligible foster youth students will complete graduation requirements.	100% of credit-eligible homeless students have completed graduation requirements. 100% of credit-eligible foster youth students have completed graduation requirements.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

	PLANNED	ACTUAL
Actions/Services	**Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.** • A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.	**Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.** • A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.
Expenditures	BUDGETED: $1,415 LCFF Base: $1,415	ESTIMATED ACTUAL :$1,415 LCFF Base: $1,415

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2**

Actions/Services	PLANNED **Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.**	ACTUAL **Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.**
Expenditures	BUDGETED: $1,415 LCFF Base: $1,415	ESTIMATED ACTUAL :$1,415 LCFF Base: $1,415

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services	PLANNED **Develop additional referral resources.** • Produce resources in multiple languages • Information will be mailed regularly as well as placed in multiple locations throughout the campus.	ACTUAL **Develop additional referral resources.** • Produce resources in multiple languages • Information will be mailed regularly as well as placed in multiple locations throughout the campus.
Expenditures	BUDGETED: $1,458 LCFF Base: $1,458	ESTIMATED ACTUAL :$1,458 LCFF Base: $1,458

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and tasks were implemented as outlined in the LCAP. Progress and needs of homeless and foster students will be continuously monitored. Planned and actual actions will be adjusted accordingly.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	These actions have ensured that all homeless and foster youth have full access to the curriculum, activities, and support services offered at Carter G. Woodson.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	N/A
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None at this time.

Goal 12 | Our students with learning disabilities will make satisfactory progress towards H.S. graduation requirements.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
90% of credit-eligible students with disabilities will complete their high-school graduation requirements.	100% of credit-eligible students with disabilities will complete their high-school graduation requirements.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	**PLANNED** **Maintain partnership with sponsoring school district per Special Education Arrangement.** • Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.	**ACTUAL** **Maintain partnership with sponsoring school district per Special Education Arrangement.** • Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.
Expenditures	BUDGETED: $257,316 LCFF Base: $8,266 LCFF In Lieu of Prop. Taxes: $249,050	ESTIMATED ACTUAL :$187,865 LCFF Base: $8,266 LCFF In Lieu of Prop. Taxes: $179,599

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

	PLANNED	ACTUAL
Actions/Services	**Provide tutoring and support services outside of instructional time.** • Tutoring and support services are available after school.	**Provide tutoring and support services outside of instructional time.** • Tutoring and support services are available after school.
Expenditures	BUDGETED: $34,309 LCFF Base: $1,102 LCFF In Lieu of Prop. Taxes: $33,207	ESTIMATED ACTUAL :$25,049 LCFF Base: $1,102 LCFF In Lieu of Prop. Taxes: $23,947

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

	PLANNED	ACTUAL
Actions/Services	**Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.** • Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.	**Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.** • Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.
Expenditures	BUDGETED:	ESTIMATED ACTUAL

Draft

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   **4**

Actions/Services	PLANNED **Core classroom instruction will support the needs of students with disabilities.** • Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.	ACTUAL **Core classroom instruction will support the needs of students with disabilities.** • Teachers consistently ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.
Expenditures	<u>BUDGETED: $51,463</u> LCFF Base: $1,653 LCFF In Lieu of Prop. Taxes: $49,810	<u>ESTIMATED ACTUAL :$37,573</u> LCFF Base: $1,653 LCFF In Lieu of Prop. Taxes: $35,920

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions and tasks were implemented as outlined in the LCAP. Progress and needs of special education students will be continuously monitored. Planned and actual actions will be adjusted accordingly.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	These actions have ensured that all students with disabilities have full access to the curriculum, activities, and support services offered at Carter G. Woodson.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual ADA less than Budgeted resulted in less LCFF revenue (in lieu of property taxes.)
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None at this time.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Carter G. Woodson leadership staff has made a concerted effort to ensure engagement of all stakeholders in the development of a comprehensive Local Control Accountability Plan. Stakeholder meetings included: The non-profit governing board, School Site Council, Parents, Students, and all staff.

Carter G. Woodson is operated by Agape, a local community interest 501c3 non-profit corporation. Oversight of Agape involved a Governing Board for Fiscal and Liability matters and a School Site Council for Curriculum, Instruction, and campus safety matters.

Public Hearings were held on May 17, 2017, May 18, 2017, and May 25, 2017. Notifications were provided to all stakeholders in accordance with the law. In a joint meeting, the Agape Board of Directors and School Site Council met to receive and discuss survey data collected from parents and students. The Board also reviewed student academic performance data. Parents and students attended the meeting to provide input during the hearing and at the time of the action item on the agenda. Parent comments from the public hearing were incorporated into this LCAP plan.

The Agape School Site Council met on March 23 and May 25, 2017 to discuss their responsibility in the ongoing monitoring of the LCAP. The Council reviewed survey data from parents and contributed their own input to the continuation of program improvement.

Carter G. Woodson leadership staff hosted Parent & Student LCAP information and data gathering meetings at Parent Advisory Council and DELAC meetings on September 15, September 16, November 16, November 17, January 18, January 19, March 15, March 16, May 18, and May 17, 2017. Staff presented updates on Agape programs and initiatives and specifically discussed the progress of initiatives established by the LCAP.

Along with the informational flyers and information meeting, all Woodson students were given the opportunity to complete the annual comprehensive survey to give feedback on multiple aspects of operations at Woodson. Survey items included questions about College & Career Readiness, Instructional Strategies, Campus culture, Student Safety, Instructional Materials, Teacher Support, Rigorous and Relevant instruction, Homeless and Foster Youth Policy, Parent Compact, and staff.

The staff at Carter G. Woodson participated in focus groups on May 15, 2017 and May 16, 2017 to discuss the Local Control Accountability Plan and their contribution to the continued implementation of the plan. The meetings were facilitated by staff members using prompts and graphic

organizers. The meeting involved discussing current progress and proposals for program improvement. The staff completed comprehensive leadership surveys to assess site leadership towards program improvement.

LCAP Meetings & Public Hearings:

- *Carter G. Woodson Staff* focus groups: May 15, 2017, May 16, 2017, May 23, 2017, and June 9, 2017
- *Woodson Student, Parent, and Staff* LCAP Surveys opened to collect LCAP feedback January 2017-June 2017.
- *Parent Advisory Council and DELAC:* LCAP Meetings held on September 15, September 16, November 16, November 17, January 18, January 19, March 15, March 16, May 18, and May 17, 2017. LCAP adopted May 25, 2017.
- *School Site Council:* LCAP Meetings held on February 15, 2017 and May 22, 2017 (Public Hearing)- LCAP adopted May 25, 2017.
- *Agape Board of Directors:* LCAP Meetings held on February 27, 2017 and May 22, 2016 (Public Hearing)- LCAP adopted May 25, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Through the process of communicating with stakeholders, the leadership at Carter G. Woodson gained a large amount of feedback related to our programs and initiatives that will be incorporated into the development of this Local Control Accountability Plan. The feedback addressed issues of Curriculum, Instruction, Initiatives, Safety, Facilities, and campus culture.

The Board of Directors reviewed feedback from all stakeholders. In addition, a public hearing was held to gather additional feedback. The Board directed leadership staff to incorporate parent and student feedback into ongoing program development. The Board also directed staff leadership to increase the amount of targeted intervention for students that perform below grade level proficiency.

The School Site Council reviewed student and parent feedback. The School Site Council also discussed the possibility of increasing course and program offerings for their students based upon survey feedback. These included increased Career Pathways programs and Foreign Language course options for students. The Council requested that school leadership emphasizing student college and career readiness skills while attending school. Other course options that school leadership were requested to look into include Art, Music, Drama, and other performing arts.

The School Site Council discussed the Career Pathways program including successes and challenges. Recommendations were discussed for program improvement. The School Site Council recommended an increase in the amount of targeted intervention resources for students that are performing below grade-level proficiency to ensure that students are progressing towards proficiency at a higher rate.

During the data collection processes with students and parents, students and staff gave feedback in the areas of Curriculum and Safety.

An overwhelming majority of parents surveyed 'Agree' or 'Strongly Agree' that Woodson is providing a high quality educational experience for their students. 87% of parents agreed that their students feel safe at school.

Parent data showed that although progress has been made in creating course options and extra-curricular activities, this should be a continued

area of emphasis for program improvement. Staff survey and focus group data showed that Woodson has made progress implementing the initiatives established in the LCAP. Results also show that there is a need for continued professional development in the implementation of the Common Core State Standards for new teachers and long-term subs.

Woodson leadership will work with service providers to increase the number of instructional strategies presented in professional development.

Staff members during focus groups suggested multiple strategies to improve student attendance, parent involvement, student engagement, student graduation rates, and college & career readiness. Along with feedback from students, parents, and governing board members, these issues were addressed in the LCAP goals and action items.

Information regarding the LCAP process was provided on an ongoing basis to stakeholders in multiple ways including written correspondence, an LCAP summary document, automated messages, and in-person focus groups, parent meetings, and public hearings. School data was shared (including but not limited to SBAC, CELDT, Redesignation rates, CST Science, Attendance, Behavior, Engagement, Career Pathways, Student/Parent/Staff Surveys, etc.). School staff and stakeholders engaged in conversation and stakeholder feedback and recommendations were included in the LCAP update as appropriate. Feedback primarily centered around safety, expansion of curricular and enrichment options, and information for homeless and foster youth. After the feedback was included, the revised LCAP was shared with stakeholder groups for approval. The LCAP was approved and adopted by all stakeholder groups.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 1	Carter G. Woodson will increase student proficiency in English Language Arts and Math

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Student academic proficiency remains below our desired target.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA SBAC	10% meet/exceed standards			
Math SBAC	1% meet/exceed standards			
ELA District Benchmark	14% increased 1 level			
Math District Benchmark	1% increased 1 level			
Basic Skills Test	TBD			

SBAC ELA Growth	TBD			
SBAC Math Growth	TBD			

Action   **1**   Implement resources, services, and professional development that lead to increases in student ELA and Math proficiency

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☒ Low Income
[Scope of Services](#)	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Targeted intervention through After-School Intervention and Online Learning Resources. a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy. 2. Workshops and in-class support from consultants.	1. Targeted intervention through After-School Intervention and Online Learning Resources. a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy. 2. Workshops and in-class support from consultants.	1. Targeted intervention through After-School Intervention and Online Learning Resources. a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy. 2. Workshops and in-class support from consultants.

a.	Workshops and in-class support is provided by the following consultants and vendors:

i.	Fresno County Office of Education

ii.	Center for College & Career Readiness

iii.	Achieve3000

iv.	Kids Invent!

v.	Tulare County Office of Education

3.	Adoption of Common-Core aligned instructional materials.

a.	ELA supplemental materials aligned to CCSS have been adopted. They include:

i.	Common Core Reading and Writing workbooks

b.	The curriculum and instruction focus group has adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation.

4.	Technology Upgrades to add instructional technology resources to core subject classrooms.

a.	Desktop computers will be added and/or upgraded to facilitate use of instructional technology

b.	Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.

5.	Online tutorial subscription.

a.	Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.

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a.	Workshops and in-class support is provided by the following consultants and vendors:

i.	Fresno County Office of Education

ii.	Center for College & Career Readiness

iii.	Achieve3000

iv.	Kids Invent!

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a.	Desktop computers will be added and/or upgraded to facilitate use of instructional technology

5.	Online tutorial subscription.

a.	Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.

6.	After-School program Foundational

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a.	Workshops and in-class support is provided by the following consultants and vendors:

i.	Fresno County Office of Education

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iii.	Achieve3000

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v.	Tulare County Office of Education

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4.	Technology Upgrades to add instructional technology resources to core subject classrooms.

a.	Desktop computers will be added and/or upgraded to facilitate use of instructional technology

5.	Online tutorial subscription.

a.	Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.

6.	After-School program Foundational

6.	After-School program Foundational intervention class.

a.	The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.

7.	In-School Foundation intervention classes.

a.	The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.

intervention class.

a.	The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.

7.	In-School Foundation intervention classes.

a.	The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.

intervention class.

a.	The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.

7.	In-School Foundation intervention classes.

a.	The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,815,600	Amount	$1,971,075	Amount	$1,921,313
Source	LCFF Base: $1,325,154 LCFF Sup./Conc.: $331,110 Title I: $112,860 Title II : $2,601 Mandate Funds: $21,375 After School Grant: $22,500	Source	LCFF Base: $1,477,057 LCFF Sup./Conc.: $324,268 Title I: $117,466 Perkins: $5,625 Title II : $2,601 Mandate Funds: $21,558 After School Grant: $22,500	Source	LCFF Base: $1,564,655 LCFF Sup./Conc.: $187,500 Title I: $117,057 Perkins: $5,625 Title II : $2,601 Mandate Funds: $21,375 After School Grant: $22,500
Budget Reference	Objects: 8011//8012, 8290, 8550, 8315	Budget Reference	Objects: 8011//8012, 8290, 8550, 8315	Budget Reference	Objects: 8011//8012, 8290, 8550, 8315

Action	**2**	Appropriate the resources, materials, and services to hire and retain credentialed and highly-qualified teachers.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☒ Low Income
[Scope of Services](#)	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Use EdJoin and other online job portals to recruit and interview highly qualified teachers. a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff. b. Host a Job Fair. 2. Work to offer competitive salary maintain high quality teachers. a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science. 3. Offer opportunities for teacher leadership and career advancement. Including: a. Lead Teachers b. Professional Development/Workshops/Conferences	1. Use EdJoin and other online job portals to recruit and interview highly qualified teachers. a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff. b. Host a Job Fair. 2. Work to offer competitive salary to maintain high quality teachers. a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science. 3. Offer opportunities for teacher leadership and career advancement. Including: a. Lead Teachers b. Professional Development/Workshops/Conferences	1. Use EdJoin and other online job portals to recruit and interview highly qualified teachers. a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff. b. Host a Job Fair. 2. Work to offer competitive salary to maintain high quality teachers. a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science. 3. Offer opportunities for teacher leadership and career advancement. Including: a. Lead Teachers b. Professional Development/Workshops/Conferences

c. Participation in Focus Groups 4. Provide mentoring and coaching for new teachers. a. New teachers participate in the BTSA/FCOE New Teacher Induction Program b. Ensure coaching is assigned to coach and support new teachers 5. Teachers will be provided ongoing Professional Development a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.	c. Participation in Focus Groups 4. Provide mentoring and coaching for new teachers. a. New teachers participate in the BTSA/FCOE New Teacher Induction Program b. Ensure coaching is assigned to coach and support new teachers 5. Teachers will be provided ongoing Professional Development a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.	c. Participation in Focus Groups 4. Provide mentoring and coaching for new teachers. a. New teachers participate in the BTSA/FCOE New Teacher Induction Program b. Ensure coaching is assigned to coach and support new teachers 5. Teachers will be provided ongoing Professional Development a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.

BUDGETED EXPENDITURES

2017-18

Amount	$605,200
Source	LCFF Base: $441,718 LCFF Sup./Conc.: $110,370 Title I : $37,620 Title II : $867 Mandate Funds: $7,125 After School: $7,500
Budget Reference	Objects: 8011//8012, 8290, 8550, 8315

2018-19

Amount	$657,025
Source	LCFF Base: $492,352 LCFF Sup./Conc.: $108,089 Title I: $39,155 Perkins: $1,875 Title II : $867 Mandate Funds: $7,186 After School Grant: $7,500
Budget Reference	Objects: 8011//8012, 8290, 8550, 8315

2019-20

Amount	$640,438
Source	LCFF Base: $521,552 LCFF Sup./Conc.: $62,500 Title I: $39,019 Perkins: $1,875 Title II : $867 Mandate Funds: $7,125 After School Grant: $7,500
Budget Reference	Objects: 8011//8012, 8290, 8550, 8315

	New		Modified		☒ Unchanged

Goal 2

Long-Term English Language Learners will progress towards English Language Proficiency each year.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Our long term EL students must make progress toward English Language proficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase 1 CELDT level	71% of ASAM EL students increased at least 1 performance level			
% of EL students reclassified	0%			

Action 1 Implement resources, services, and professional development that lead to increases in student English Language proficiency

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

<table>
<tr>
<td colspan="4">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td>
</tr>
<tr>
<td>Students to be Served</td>
<td>☒ English Learners</td>
<td>☐ Foster Youth</td>
<td>☒ Low Income</td>
</tr>
<tr>
<td>Scope of Services</td>
<td>☒ LEA-wide</td>
<td>☐ Schoolwide   **OR**</td>
<td>☐ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>☒ All schools</td>
<td>☐ Specific Schools:_____</td>
<td>☐ Specific Grade spans:_____</td>
</tr>
</table>

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Implement professional Development on ELL instructional strategies. a. Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. 2. Adopt and purchase print and electronic online learning materials to support English Language Learners. a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills. 3. ELD/Foundational English classes are built into the master schedule to support	1. Implement professional Development on ELL instructional strategies. a. Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. 2. Adopt and purchase print and electronic online learning materials to support English Language Learners. a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills. 3. ELD/Foundational English classes are built into the master schedule to support	1. Implement professional Development on ELL instructional strategies. a. Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. 2. Adopt and purchase print and electronic online learning materials to support English Language Learners. a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills. 3. ELD/Foundational English classes are built into the master schedule to support

| English language development. | English language development. | English language development. |

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$477,698	Amount	$527,547	Amount	$548,490

| Source | LCFF Base: $394,478
Lottery Unrestricted: $54,720
Mandate Funds: $28,500 | Source | LCFF Base: $444,083
Lottery Unrestricted: $54,720
Mandate Funds: $28,745 | Source | LCFF Base: $465,270
Lottery Unrestricted: $54,720
Mandate Funds: $28,500 |

| Budget Reference | Objects: 8011, 8560, 8550 | Budget Reference | Objects: 8011, 8560, 8550 | Budget Reference | Objects: 8011, 8560, 8550 |

| ☐ New | ☐ Modified | ☒ Unchanged |

| **Goal 3** | Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core Standards |

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Our teachers must receive ongoing training and support along with resources and materials to implement the Common Core State Standards effectively.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher LCAP Survey	-74.1% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards. -78.6% of teachers agree or strongly agree that Woodson has adequate instructional supplies to support student learning. -71.3% of teachers agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.			
Teacher PD Survey	TBD			

Action **1** Equip our teachers with training, materials, support, and technology to implement the California Common Core Standards

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Continue comprehensive professional development agreement with Fresno County Office of Education. a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year: i. 11 Professional Development Days ii. 14 In-Class Coaching Days 2. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation. a. This includes:	1. Continue comprehensive professional development agreement with Fresno County Office of Education. a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year: i. 11 Professional Development Days ii. 14 In-Class Coaching Days 2. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation. a. This includes:	1. Continue comprehensive professional development agreement with Fresno County Office of Education. a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year: i. 11 Professional Development Days ii. 14 In-Class Coaching Days 2. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation. a. This includes:

i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD

ii. Achieve3000 program, PD, and in-class coaching

iii. Accelerated Math program and PD

iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.

3. Maintain qualified support personnel including instructional technology support staff.

a. Additional qualified support personnel have been added during the 2015-16 school year.

4. Continue technology upgrades to add instructional technology resources to core subject classrooms.

a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology

b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$121,033	Amount	$132,947	Amount	$139,818
Source	LCFF Base: $103,933 Lottery (Restricted) : $17,100	Source	LCFF Base: $115,847 Lottery (Restricted) : $17,100	Source	LCFF Base: $122,718 Lottery (Restricted) : $17,100
Budget Reference	Objects : 8011, 8560	Budget Reference	Objects : 8011, 8560	Budget Reference	Objects : 8011, 8560

☐ New	☐ Modified	☒ Unchanged

Goal 4	Our school will increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.

[State and/or Local Priorities Addressed by this goal:]

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need]

Parent involvement in their child's education plays a critical role in student success and development.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Meeting Attendance	TBD			
ELAC Meeting Attendance	TBD			
Parent Survey Completion	17%			

Action 1 Secure the resources and materials necessary to increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income	
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.　　Support staff hours to make phone calls. a.　　Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance. 2.　　School Messenger Subscription. a.　　Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback. 3.　　Food and incentives for parent participation. a.　　Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate	1.　　Support staff hours to make phone calls. a.　　Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance. 2.　　School Messenger Subscription. a.　　Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback. 3.　　Food and incentives for parent participation. a.　　Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.	1.　　Support staff hours to make phone calls. a.　　Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance. 2.　　School Messenger Subscription. a.　　Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback. 3.　　Food and incentives for parent participation. a.　　Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate

| parents and families. | | parents and families. |

2017-18

Amount	$17,322
Source	LCFF Base: $17,322
Budget Reference	Object: 8011

2018-19

Amount	$19,308
Source	LCFF Base: $19,308
Budget Reference	Object: 8011

2019-20

Amount	$17,322
Source	LCFF Base: $20,453
Budget Reference	Object: 8011

☐ New	☐ Modified	☒ Unchanged

Goal 5

Our school will maintain safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Clean, safe, properly equipped facilities allow students to focus on learning and enrichment at high levels.

EXPECTED ANNUAL MEASURABLE OUTCOMES: 60% of Parent, student, and staff LCAP survey results will indicate Woodson provides adequate instructional materials, resources, and enrichment opportunities in safe environment. Suspension and expulsion rates will continue to be monitored.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student survey	-87.3% of students 'Agree'			

	or 'Strongly Agree' that Woodson is a safe place to attend school. -83.5% of students Agree or Strongly Agree that Woodson facilities are clean and well maintained. -92% of students Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs.			
Parent Survey	-96% of parents believe that their children feel safe at Woodson. -90% of parents Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials. -88.4% of parents agree that the campus is clean. -90% of parents Agree or Strongly Agree that Woodson facilities are in good repair.			
Staff Survey	-78% feel safe on campus -89% agree that the campus is clean			

Action **1** Secure the resources, materials, and services to ensure safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☒ Low Income
Scope of Services	☒ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Maintain safe and high quality facilities. a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities. b. School has begun to install and upgrade camera security system at both sites. 2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized. a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place. 3. Supply classrooms and labs with updated computers and software licenses. a. Technology Specialist ensures that computers are updated and software licenses	1. Maintain safe and high quality facilities. a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities. b. School has begun to install and upgrade camera security system at both sites. 2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized. a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place. 3. Supply classrooms and labs with updated computers and software licenses. a. Technology Specialist ensures that computers are updated and software licenses	1. Maintain safe and high quality facilities. a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities. b. School has begun to install and upgrade camera security system at both sites. 2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized. a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place. 3. Supply classrooms and labs with updated computers and software licenses. a. Technology Specialist ensures that computers are updated and software licenses

are renewed regularly.

b.	Online-Library subscription is available to students for research.

4.	Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.

a.	Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.

are renewed regularly.

b.	Online-Library subscription is available to students for research.

4.	Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.

a.	Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.

are renewed regularly.

b.	Online-Library subscription is available to students for research.

4.	Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.

a.	Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.

BUDGETED EXPENDITURES

2017-18

Amount	$760,774
Source	LCFF Base: $485,024 Facilities Grant: $93,750 Proposition 39: $182,000
Budget Reference	Objects : 8011/8012, 8590, 8545

2018-19

Amount	761,872
Source	LCFF Base: $540,622 Facilities Grant: $93,750 Proposition 39: $127,500
Budget Reference	Objects : 8011/8012, 8590

2019-20

Amount	$745,864
Source	LCFF Base: $572,684 Facilities Grant: $93,750 Proposition 39: $79,430
Budget Reference	Objects : 8011/8012, 8590

☐ New   ☐ Modified   ☒ Unchanged

Goal 6 — Our school will maintain a minimum of 75% attendance rate for ASAM students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Student attendance is critical to increased performance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate of students enrolled 90 days or more	92%			

Action 1 We will secure the resources, services, and materials needed to increase student attendance rates.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income

| Scope of Services | ☒ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Employ and maintain adequate and qualified dropout prevention and attendance support staff. a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support 2. Make daily attendance calls. a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted). b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am. 3. Provide attendance incentives. a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters. 4. New methods to recruit students a. Website and social media Facebook page created to expand presence and connect with potential enrollees.	1. Employ and maintain adequate and qualified dropout prevention and attendance support staff. a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support 2. Make daily attendance calls. a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted). b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am. 3. Provide attendance incentives. a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters. 4. New methods to recruit students a. Website and social media Facebook page created to expand presence and connect with potential enrollees.	1. Employ and maintain adequate and qualified dropout prevention and attendance support staff. a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support 2. Make daily attendance calls. a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted). b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am. 3. Provide attendance incentives. a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters. 4. New methods to recruit students a. Website and social media Facebook page created to expand presence and connect with potential enrollees.

2017-18		2018-19		2019-20	
Amount	$281, 090	Amount	$193,079	Amount	$332,397
Source	LCFF Base: $281,090	Source	LCFF Base: $193,079	Source	LCFF Base: $332,397
Budget Reference	Object: 8011/8012	Budget Reference	Object: 8011/8012	Budget Reference	Object: 8011/8012

☐ New	☐ Modified	☒ Unchanged

Goal 7	All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Students must have access to courses and opportunities that lead to post-secondary readiness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of credit eligible seniors enrolled 2	TBD			

years or more with a C or better in a career pathway				
# of AP courses offered	0			
# of college prep (A-G) approved courses offered	7			

Action   **1**   Implement resources, services, and dual credit college partnership and coursed to increase career pathway opportunities.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Implement Dual credit partnerships with local and online colleges, trade schools and universities. a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.	1. Implement Dual credit partnerships with local and online colleges, trade schools and universities. a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.	1. Implement Dual credit partnerships with local and online colleges, trade schools and universities. a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.

| b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.

C. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation. | b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.

C. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation.
. | b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.

C. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation. |

BUDGETED EXPENDITURES

2017-18

Amount	$226,454
Source	LCFF Base: $226,454
Budget Reference	Objects: 8011/8012

2018-19

Amount	$316,381
Source	LCFF Base: $316,381
Budget Reference	Objects: 8011/8012

2019-20

Amount	$267,780
Source	LCFF Base: $267,780
Budget Reference	Objects: 8011/8012

Action **2** Implement resources, services, including increased business partnerships, consortium partners, and internships to increase career readiness and student participation within career pathways and CTE programs.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.　　Increase recruitment of new partners through advertisement and showcases and career pathway coordination. a.　　Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue. b.　　New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school. 2.　　Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements. a.　　The schools have added new career pathways each year. b.　　Students complete surveys for input and focus groups. C. Advertisement of programs through literature, ,meetings, commercials, and PBL exhibitions are ongoing.	1.　　Increase recruitment of new partners through advertisement and showcases and career pathway coordination. a.　　Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue. b.　　New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school. 2.　　Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements. a.　　The schools have added new career pathways each year. b.　　Students complete surveys for input and focus groups. C. Advertisement of programs through literature, ,meetings, commercials, and PBL exhibitions are ongoing.	1.　　Increase recruitment of new partners through advertisement and showcases and career pathway coordination. a.　　Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue. b.　　New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school. 2.　　Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements. a.　　The schools have added new career pathways each year. b.　　Students complete surveys for input and focus groups. C. Advertisement of programs through literature, ,meetings, commercials, and PBL exhibitions are ongoing.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$82,347	Amount	$115,048	Amount	$97,375
Source	LCFF Base : $82,347	Source	LCFF Base : $115,048	Source	LCFF Base : $97,375

Budget Reference	Objects : 8011/8012	Budget Reference	Objects : 8011/8012	Budget Reference	Objects : 8011/8012

Action **3** Implement resources, and professional development to ensure new teacher training and continue training of of existing teachers in order to increase the effectiveness of career pathways along with ensuring teachers are CTE qualified for CTE programs.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ English Learners ☐ Foster Youth ☒ Low Income
[Scope of Services](#)	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning. a. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways. b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.	1. 1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning. a. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways. b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities,	1. 1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning. a. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways. b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities,

	etc.	etc.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$102,933	Amount	$143,810	Amount	$121,718
Source	LCFF : $102,933	Source	LCFF : $143,810	Source	LCFF : $121,718
Budget Reference	Object: 8011	Budget Reference	Object: 8011	Budget Reference	Object: 8011

Goal 8

Students in our special populations will make satisfactory progress towards H.S. graduation requirements.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

All students, including special education, homeless and foster youth students, must make satisfactory progress towards high school graduation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of credit eligible homeless youth who make satisfactory progress towards	2016-17: TBD			

graduation				
% of credit eligible foster youth who make satisfactory progress towards graduation	2016-17: TBD			
% of credit eligible students with learning disabilities who make satisfactory progress towards graduation	2016-17: 100%			

Action **1** Utilize all available resources, materials, and services to ensure special education students make satisfactory progress towards graduation

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All   ☒ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners   ☐ Foster Youth   ☒ Low Income

Scope of Services ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Maintain partnership with sponsoring school district per Special Education	1. Maintain partnership with sponsoring school district per Special Education	1. Maintain partnership with sponsoring school district per Special Education

Arrangement.

a.   Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

2.   Provide tutoring and support services outside of instructional time.

a.   Tutoring and support services are available after school.

3.   Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.

a.   Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

4.   Core classroom instruction will support the needs of students with disabilities.

a.   Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.

5.   Maintain partnership with sponsoring school district per Special Education Arrangement.

a.   Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

Arrangement.

a.   Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

2.   Provide tutoring and support services outside of instructional time.

a.   Tutoring and support services are available after school.

3.   Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.

a.   Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

4.   Core classroom instruction will support the needs of students with disabilities.

a.   Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.

5.   Maintain partnership with sponsoring school district per Special Education Arrangement.

a.   Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

Arrangement.

a.   Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

2.   Provide tutoring and support services outside of instructional time.

a.   Tutoring and support services are available after school.

3.   Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.

a.   Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

4.   Core classroom instruction will support the needs of students with disabilities.

a.   Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.

5.   Maintain partnership with sponsoring school district per Special Education Arrangement.

a.   Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$303,564	Amount	$303,564	Amount	$303,564
Source	LCFF (Prop. Taxes) : $303,564	Source	LCFF (Prop. Taxes) : $303,564	Source	LCFF (Prop. Taxes) : $303,564
Budget Reference	Objects : 8096	Budget Reference	Objects : 8096, 8011	Budget Reference	Objects : 8096, 8011

Action **2** Utilize all available resources, materials, and services to ensure homeless and foster youth make satisfactory progress towards graduation.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☒ Foster Youth   ☒ Low Income
Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws. a. A homeless/foster youth liaison has	1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws. a. A homeless/foster youth liaison has	1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws. a. A homeless/foster youth liaison has

been identified and is responsible for ensuring program compliance.

2.   Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.

3.   Develop additional referral resources.

a.   Produce resources in multiple languages
b.   Information will be mailed regularly as well as placed in multiple locations throughout the campus.

been identified and is responsible for ensuring program compliance.

2.   Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.

3.   Develop additional referral resources.

a.   Produce resources in multiple languages
b.   Information will be mailed regularly as well as placed in multiple locations throughout the campus.

been identified and is responsible for ensuring program compliance.

2.   Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.

3.   Develop additional referral resources.

a.   Produce resources in multiple languages
b.   Information will be mailed regularly as well as placed in multiple locations throughout the campus.

BUDGETED EXPENDITURES

2017-18

Amount	$4,000
Source	LCFF Base: $4,000
Budget Reference	Objects: 8011

2018-19

Amount	$4,000
Source	LCFF Base: $4,000
Budget Reference	Objects: 8011

2019-20

Amount	$4,000
Source	LCFF Base: $4,000
Budget Reference	Objects: 8011

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$441,480	Percentage to Increase or Improve Services:	12 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Carter G. Woodson receives $441,480 in supplemental and concentration funds. All of the funds are principally directed and effective in meeting the goals for unduplicated students. Each action listed below is detailed in the LCAP actions and services section. This section provides a justification for schoolwide or districtwide use and describes the specific unduplicated population targeted. With over 95% unduplicated student population, the most efficient delivery of these services is in a schoolwide or districtwide manner.

Number	Action
	Goal 1
1.	Implement resources, services, and professional development that lead to increases in student ELA and Math proficiency
2.	Appropriate the resources, materials, and services to hire and retain credentialed and highly-qualified teachers.
	Goal 2
3.	Implement resources, services, and professional development that lead to increases in student English Language proficiency
	Goal 3
4.	Equip our teachers with training, materials, support, and technology to implement the California Common Core Standards
	Goal 4
5.	Secure the resources and materials necessary to increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.
	Goal 5
6.	Secure the resources, materials, and services to ensure safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.
	Goal 6
7.	We will secure the resources, services, and materials needed to increase student attendance rates.
	Goal 7
8.	Implement resources, services, and dual credit college partnership and coursed to increase career pathway

	opportunities.
9.	Implement resources, services, including increased business partnerships, consortium partners, and internships to increase career readiness and student participation within career pathways and CTE programs.
10.	Implement resources, and professional development to ensure new teacher training and continue training of existing teachers in order to increase the effectiveness of career pathways along with ensuring teachers are CTE qualified for CTE programs.
Goal 8	
11.	Utilize all available resources, materials, and services to ensure special education students make satisfactory progress towards graduation
12.	Utilize all available resources, materials, and services to ensure homeless and foster youth make satisfactory progress towards graduation

Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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